DOCUMENT RESUME

ED 211 795 CE 031 079

AUTHOR Kingi, Marcella
TITLE Getting Down to Business: Sewing Service, Module 25. Teacher Guide. Entrepreneurship Training Components.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE May 81
CONTRACT 300-79-0535
NOTE 28p.; For related documents see CE 031 026-101 and CE 031 324.
AVAILABLE FROM Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., Madison, WI 53706 (Order No. ETC100EE2, $3.00. 25% discount on 100 or more of same title. Complete set--ETC100--$200.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Role; Advertising; *Business Administration; *Business Education; *Business Skills; Financial Support; Information Sources; Learning Activities; Learning Modules; Money Management; *Needle Trades; Recordkeeping; Salesmanship; Secondary Education; *Service Occupations; Teaching Methods
IDENTIFIERS *Entrepreneurship; *Small Businesses

ABSTRACT

This module is the twenty-fifth in a set of 36 teacher guides to the Entrepreneurial Training Modules and accompanies CE 031 078. The purpose of the module is to give students some idea of what it is like to own and operate a sewing service. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Sewing Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Entrepreneurship Training Components

etc

AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES P.O. Box 1113. 1791 Arastradero Road. Palo Alto. California 94302

ED2111795

GETTING DOWN TO BUSINESS:

Sewing Service

Module 25

Teacher Guide

CE031079

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Kaplan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The information reported herein was obtained pursuant to Contract No. 300-79-0535, Office of Vocational and Adult Education, U.S. Education Department. Contractors undertaking such projects under government sponsorship are encouraged to document information according to their observation and professional judgment. Consequently, information, points of view, or opinions stated do not necessarily represent official Education Department position or policy.

GETTING DOWN TO BUSINESS:

Sewing Service

Marcella Kingi

May 1981

Developed at the American Institutes for Research
under support from the
Office of Vocational and Adult Education
U.S. Education Department

TABLE OF CONTENTS

Overview 1

Suggested Steps for Module Use 4

Introduction 4

Unit 1 4

Unit 2 6

Unit 3 7

Unit 4 8

Unit 5 10

Unit 6 11

Unit 7 12

Unit 8 13

Unit 9 16

Summary 17

Quiz 17

Suggested Readings 20

Goals and Objectives 21

OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The purpose of this module is to give students some idea of what it is like to own and operate a sewing service. Students will have an opportunity to learn about the kinds of activities and decisions a sewing service owner is involved in every day. While the module is not a complete "how-to" manual, the individual activities will provide your class with the chance to practice many of these activities and decisions.

Today, owners of small businesses face many problems--some minor, some not so easily taken care of. These problems are reflections of the changes our society is going through. While this module cannot address itself to all of them, the discussion questions at the end of each unit are designed to give students an opportunity to explore possible solutions.

You may want to present this module after completing Module 1, Getting Down to Business: What's It all About? Module 1 is a 16-hour program

covering a more in-depth approach to owning any small business. The terms that are introduced in Module 1 are used in this module with a restatement of their definitions. Also, the forms used are the same, with some minor changes to fit a sewing service specifically. Module 1 provides an introduction to owning a small business in addition to some skills and activities that, due to their general nature, are not covered in this module.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a list of what the student should be able to do at the end of that unit.

2. Case Study--an account of a business owner in the field.

3. Text--three to four pages outlining business management principles introduced in the case study but focused more on the student.

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information in the text to new situations.

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity; some activities may focus on values clarification.

General Notes on Use of the Module

Instructional Time:	Each unit = 1 class period; total class periods	= 9
	Introduction, quiz, summary	= 1
	Total instructional time	= 10 class periods

The case study and text are central to the program's content and are based on the instructional objectives appearing in the last section of this Guide. Learning activities are also linked to these objectives. You will probably not have time, however, to introduce all the learning activities in each unit. Instead, you will want to select those that appear most related to course objectives, are most interesting to and appropriate for your students, and are best suited to your particular classroom setting. Certain learning activities may require extra classroom time and may be used as supplementary activities if desired.

Before presenting the module to the class, you should review both the Student and Teacher Guides and formulate your own personal instructional approach. Depending on the nature of your classroom setting and the students' abilities, you may want to present the case study and text by

instructional means that do not rely on students' reading--for example, through a lecture/question-answer format. Case studies and certain learning activities may be presented as skits or role-playing situations.

No particular section of the module is designated as homework, but you may wish to assign certain portions of the module to be completed out of class. You may want students to read the case study and text in preparation for discussion in the next class period, or you may want them to review the material at home after the class discussion. You may also prefer that students read the material in class. Similarly, individual activities may be completed in class or for homework. Discussion questions and group activities are specially intended for classroom use, although some outside preparation by students may also be needed (for example, in the case of visiting a small business and interviewing the owner).

Methods that enhance student interest in the material and that emphasize student participation should be used as much as possible. Do not seek to cover material exhaustively, but view the course as a brief introduction to entrepreneurship skills. Assume that students will obtain more job training and business experience before launching an entrepreneurial career.

The quiz may be used as a formal evaluation of student learning or as a self-assessment tool for students. Answers to learning activities and the quiz are provided in a later section of this guide.

SUGGESTED STEPS FOR MODULE USE

Introduction (10-15 minutes)

I. In introducing this module, you will probably want to find out what students already know about the sewing service business.

- Ask what kinds of occupations are related to sewing services (e.g., sewing operator)?
- What are the services offered by a sewing service (e.g., provide custom clothing to customers)?

II. Discuss small businesses briefly. Over 90% of all businesses in the United States are small businesses. In this module we will be dealing with very small businesses, meaning a self-employed owner working alone or with one to four employees. Often small businesses are owned and run by members of a family.

III. Discuss the purposes of the module:

- To increase students' awareness of small business ownership as a career option.
- To acquaint students with the skills and personal qualities sewing service business owners need to succeed.
- To acquaint students with the kind of work small business owners do in addition to using their vocational skills.
- To expose students to the advantages and disadvantages of small business ownership.

IV. Emphasize that even if students think they lack management aptitudes, some abilities can be developed. If students "turn on" to the idea of small business ownership, they can work at acquiring abilities they don't have.

Also, students who work through this module will have gained valuable insights into how and why business decisions are made. Even if they later choose careers as employees, they will be better equipped to help the business succeed because of their understanding.

Unit 1 - Planning a Sewing Service (1 class period)

I. Case Study: Tally Smith is thinking of opening her own sewing service. She considers her personal characteristics, education, and experience and decides to investigate the legal requirements for this business.

Text: Services, Customers, and Competition
Personal Qualities
How to Compete Well
Special Service
Special Business Image
Legal Requirements

II. Responses to Individual Activities

1. Responses will depend on student research. Check Yellow Pages for accuracy of information.

2. Students will have checked items that apply to them.

3. Responses will depend on the creativity of individual students.

4. Any name that suggests the services offered is satisfactory. The catchiness is a matter of subjective judgment.

5. Answers depend on your location.

III. Responses to Discussion Questions

1. Answer might include the concept of personalized service. Focus on the need/desire for well made, unique, and well fitted clothing.

2. Tally's technical skills, education, and experience in the garment industry and in sewing for friends and neighbors gives her an advantage for potential success.

3. Discussion should focus on people's desire for well made clothing that fits well. Designer outfits that are expensive to buy in the stores can be matched by a personal sewing service at a lower cost. Quality clothing at an affordable cost is the key.

IV. Group Activity

This activity is designed to acquaint students with a real-life sewing service owner. The principles in the text regarding the characteristics and responsibilities of a sewing service owner should be reinforced by the students' personal contact with such a person.

A list of questions for the visiter is provided. Of course, you will want to add to the list. This activity could be used at the very end of the module or at any time when scheduling might be more appropriate. It will probably require extra classroom time. A question-and-answer period should be provided.

Unit 2 - Choosing a Location (1 class period)

I. Case Study: Tally knows where she wants to open her sewing service. She has studied the area and the competition.

Text: Things to Think About in Deciding Where to Choose a Location
- Competition
- Possible Income
- Transportation

Choosing a Location

II. Responses to Individual Activities

1. a. competition
   b. possible income
   c. transportation

2. Responses will depend on each student's research.

3. $13,000

4. Responses will depend on your location and the income of your community.

5. Any three of the following:
   a. The number of people who pass by on foot or in cars
   b. The hours crowds are heaviest
   c. Types of businesses nearby
   d. Plans for growth in the area
   e. Public parking spaces

III. Responses to Discussion Questions

1. Responses should be based on the number of existing sewing services (the higher the number, the higher the risk), the average income in the community, and the amount of rent that should be paid a month. The kind of business one could open in an area depends on the need for a particular service.

2. Discussion should focus on the availability of public transportation, growth of the area, public parking spaces, and the types of nearby businesses.

3. Discussion on selection should focus on the amount of competition in the area, the availability of customer access to the business, and the amount of rent you want to pay.

IV. Group Activity

The purpose of this activity is to give students the opportunity to evaluate the location of real-life sewing service owners. In doing so, they will be applying what they learned in this unit.

Unit 3 - Getting Money to Start (1 class period)

I. Case Study: Tally makes a list of her starting expenses and determines the size of the bank loan she will need. Then she decides to apply for a business loan.

Text: Personal Background Information (a Résumé)
Business Description
Statement of Financial Need
Starting Expenses

II. Responses to Individual Activities

1. Any five of the following:
   a. Kind of business and its name
   b. Services you will provide
   c. Location of the business
   d. Your competitors
   e. Who your customers will be
   f. Number of employees you will need to hire and your strategy for success

2. $5,000

3. $12,700

4. $3,000

5. $9,700

6. The costs for business licenses, insurance, accounting, utilities, and phone deposit.

7.

STATEMENT OF FINANCIAL NEED

Starting Expenses		Money on Hand	
Salaries	$ 2,700	Cash on Hand	$ 3,000
Building and Property	900	Gifts or Personal Loans	_____
Repairs and Renovations	1,000	Investment by Others	_____
Equipment and Furniture	1,000		
Inventory or Supplies	1,000	TOTAL	3,000
Advertising	550		
Other (business licenses, insurance, accounting, utilities and phone deposit)	5,550		
TOTAL	$12,700		

TOTAL STARTING EXPENSES	$12,700
TOTAL MONEY ON HAND	3,000
TOTAL LOAN MONEY NEEDED	$ 9,700

III. Responses to Discussion Questions

1. Tally's description has covered everything about her business except who her customers will be and her strategy for success. A lender would probably have some questions for Tally and may request a more detailed description of her plan.

2. a. Personal background information (a résumé)

   b. More detailed information about Tally's current financial situation (e.g., other money she had, debts she owed)

   c. More information about Tally's chances for success--what strategies she might use to stand out from the competition

IV. Group Activity

1. William's expenses would probably be more than Tally's since he has not saved any money and would need to purchase equipment. His starting expenses would probably include all the same types of expenses that Tally listed.

2. William would need to apply for a loan. He would need to provide background information, a description of his plans, and a statement of financial need, just as Tally did.

3. It is always a good idea to save before going into your own business. Saving toward a business can show a lender that you have put a lot of time and effort into planning for your own business.

Unit 4 - Being in Charge (1 class period)

I. Case Study: Tally knows how many employees she will need to hire and the type of employee she is looking for. She develops a job description and a list of interview questions. Tally interviews several applicants but decides to hire a person who had worked for her in the garment district.

Text: Tasks
Selecting Job Applicants
Sources of Employees
Personal Interview
Personal References
Keeping People Happy
Good Personal Relations
Special Benefits and Services
Clearly Stated Policies

II. Responses to Individual Activities

1. a. Discussing the design and material with customers
   b. Measuring customers for size
   c. Drawing patterns or altering a standard pattern to fit the customer's measurement
   d. Sewing, fitting, finishing, and pressing a garment
   e. Managing and supervising your staff

2. Students might come up with various answers that are acceptable, such as finding employees through:
   a. friends and acquaintances
   b. employment agencies
   c. newspaper advertisements
   d. personal applications.

3. a. Fill out a detailed application
   b. Provide personal references
   c. Have a personal interview

4. It can tell you about the personal qualities of an applicant that are not apparent on an application.

5. Person to person, because you can talk to someone who has worked with the person being considered for a job. You can find out more detailed information about how a person relates to other people and performs in an actual work situation.

6. a. Good personal relations
   b. Special benefits and services
   c. Clearly stated policies

III. Responses to Discussion Questions

1. Discussion should focus on the need for dependability in an employee. You would probably have to use your own judgment about hiring the person. If he or she is constantly late and has poor attendance, it will not be very profitable in the long run to consider hiring this person.

2. Hire more personnel. Her additional income could cover the cost.

3. Discussion should focus on the time and cost to an owner involved in hiring inexperienced help, especially when a particular skill is necessary.

IV. Group Activity

The purpose of this role-playing activity is to allow students to practice interviewing and personnel management skills at an elementary level. A simple situation is the basis for the role-playing activity. The expected outcome of the activity is that

students will have a clearer understanding of what is involved in these "being in charge" skills and of what it feels like to be the person in charge and/or a job applicant in possible true-to-life situations.

The activity can be done in small or large groups. Have students volunteer to role play, but make sure that everyone ultimately has a turn. After each role-play situation, ask each student how he or she felt in that role, and ask for alternative approaches.

Unit 5 - Organizing the Work (1 class period)

I. Case Study: Tally's business is doing well. To get everything done, she has to keep track of work orders and develop a schedule for each day.

Text: Organizing the Work
Supplies
Doing the Work
Checking the Work

II. Responses to Individual Activities

1. & 2.

WORK ORDER

Name and address

Kim Wilkins
5372 Victoria Road
Los Angeles

Date Dec. 13

Due Date Dec. 18

Phone Number 293-8621

Type of Garment Evening Dress

Measurements

size 10
bust/chest 34
waist 24

hips 34
arm length 18
leg length 35

neck to waist 17

Date	Person Doing Work	Description of Work	Time Started	Time Completed
12/15	Tally	Cutting	8:00	9:00
12/15	Jean	Stitching	9:30	10:30
12/16	Jean	Stitching dress and making 24 buttonholes	9:30	12:00
12/16	Tally	Fitting	1:00	2:00
12/17	Tally	Finish	10:00	12:00

3. a. It helps keep track of the jobs that need to be done.
   b. It helps plan a work schedule.
   c. It helps you keep up-to-date on what you have done and what you need to do.

III. Responses to Discussion Questions

1. Tally is concerned about the quality of her work. She knows that the success of her business will depend on the quality of her skills in turning out a perfect garment each time. People usually choose a sewing service for proper fit and perfection in a garment.

2. The success of a sewing service depends on personal, efficient service. Reggie couldn't possibly hope to tailor his customers' clothes without an accurate record of their measurements. Customers will soon grow impatient with delays in having their clothes ready and with having to come in a second time to have their measurements taken.

3. All garments may not take the same length of time to complete. Some may require much more time because of detailed work. Problems might also arise from customers rearranging a fitting date. This could delay a garment's due date and throw Tally's schedule off completely. Students might have other answers that are appropriate.

IV. Group Activity

The purpose of this activity is to improve students' knowledge of real business operations in your area. The purpose is not mastering the use of each form. It is merely an introduction to the importance of keeping good records of all kinds.

Unit 6 - Setting Prices (1 class period)

I. Case Study: Tally decides on the prices she will charge for her work. She knows from her experience in the garment industry that the markup for custom-made clothing is about twice the cost of supplies.

Text: Cost, Expenses, and Profit
Supply and Demand

II. Responses to Individual Questions

1. a. Retail price = $55
   b. Cost of goods sold = $25
   c. Gross profit = $60, or 50% of the total price

2. It is the amount of markup you add to the cost of a garment to determine the retail price. Check students' examples for accuracy.

3a. Total price = $60
Net profit = $10
Gross profit = $30
Operating expenses = $20

III. Responses to Discussion Questions

1. Discussion should focus on an increase in the following: rent and maintenance, salaries, advertising and promotion, utilities, insurance fees, payment on loan debt.

2. A new business can charge less than its competition to attract customers. However, it must be able to meet its expenses. There is no value in attracting customers with low prices if you can't keep your business running. If you can start off with "low introductory prices" and raise prices after a few months, that might be a good business idea.

IV. Group Activity

The purpose of this activity is to expose students to a different methods of pricing. Students should be encouraged not to ask questions about profit unless the business owner volunteers. Not everyone wants to give out this information.

Unit 7 - Advertising and Selling (1 class period)

I. Case Study: Tally decided to have an open house for the grand opening of her new business. She also used direct mail and other forms of advertising.

Text: Choosing Advertising Media
Yellow Pages
Newspaper Ads
Direct Mail
Referrals
Qualities of a Good Ad

II. Responses to Individual Activities

1. a. Choose the best medium to get your message across to your customers.
b. Learn about the qualities of good advertising.

2. Any three of the following:
a. Yellow Pages
b. Newspaper ads
c. Direct mail
d. Referrals

3. Direct mail

4. Word-of-mouth

5. The ad should include basic descriptive information about the business in addition to the days Tally will be open (Tuesday through Saturday). Check the text under "Qualities of a Good Ad" for accuracy of content.

III. Responses to Discussion Questions

1. Discussion should focus on the cost of ads. Ads are usually based on column inches, with the highest rates for metropolitan dailies and the lowest for weeklies. Since Deborah has only a limited amount to spend for advertising, the weekly rate would probably be her best selection.

2. Discussion should focus on the advantages of direct mail as a personalized form of advertising. It is usually directed toward a special group of people (a special target group). Since Monica wanted to cater to senior citizens, direct mail would probably have been a better choice of advertising.

IV. Group Activity

The purpose of this activity is to expose students to different types of ads and to help them see the characteristics and the advantages of each.

Unit 8 - Keeping Financial Records (1 class period)

I. Case Study: Financial records are the basic records of any business. Tally uses two: a customer account form and a daily cash sheet.

Text: Cash Sales
Customer Account Form
Daily Cash Sheet

II. Responses to Individual Activities

1.

SALES SLIP

Date October 10

Customer Lisa Monroe

DESCRIPTION OF SALE			PRICE	
Jumpsuit			85	00
Three-Piece Suit			200	00
Cash	[X]	Subtotal	285	00
Check	[ ]	Sales Tax	17	10
		TOTAL	302	10

2.

TALLY'S GARAGE

Customer Account Form

Customer: Sue Lee Garment Due Date: October 1

Date	Description of Sale	Amount Charged	Payment Received	Balance Due
September 3	Debutante Dress	$300	$100	$200

3. The daily cash sheet is a way of recording the cash sales for each day. It also lets the owner know how much money he or she has taken in and paid out each day. These records are used to find out what your profits and losses are at the end of each year.

   The daily cash sheet includes the following information:
   Cash receipts include:
   a. cash sales
   b. credit accounts

Cash payments include:

a. salaries
b. building expenses
c. equipment and furniture
d. inventory and supplies
e. advertising
f. other

4.

DAILY CASH SHEET

Cash Receipts		Cash Payments	
Cash Sales	$ 300	Salaries	$
Credit Sales		Building Expenses	41.23
		Equipment and Furniture	
		Inventory or Supplies	55.37
		Advertising	10.00
		Other	
TOTAL CASH RECEIPTS	$ 300	TOTAL CASH PAYMENTS	$ 106.60

III. Responses to Discussion Questions

1. Discussion should include items such as:
   - forms from suppliers and services such as a printer for cards you may give to customers
   - checks and check stubs
   - income tax and other government forms
   - time cards for employees

2. Both businesses are very similar. However, the forms of an apparel store would probably include credit card forms and receipts to keep track of credit sales since it would probably accept major credit cards.

3. Discussion should be directed to include at least the following points:

   - The need to know how the business is doing for current and future planning purposes (including decisions on pricing, services, profits).

   - The need for accurate records for accounting and tax purposes and for banking (e.g., for establishing a line of credit and obtaining loans).

IV. Group Activity

The purpose of this activity is to expose students to different types of financial recordkeeping forms and to help them see the similarities and differences, if any, in their format.

Unit 9 - Keeping Your Business Successful (1 class period)

I. Case Study: The business has been operating for over a year. Tally takes a look at its performance and plans changes to make it more profitable.

Text: Keeping Track of Profits
Profit/Loss Statement
Improving Profits
Changing Your Business to Increase Sales

II. Responses to Individual Activities

1. Net profit = $13,000
   Profit ratio = 43%
   Expense ratio = 7%

2. Gross profit is the amount of money left over from the retail sales price after you pay the wholesale costs for supplies. Net profit refers to the money left over from the gross profit after all the operating expenses of the business have been paid.

3. a. Increase sales
   b. Raise prices
   c. Reduce expenses

III. Responses to Discussion Questions

1. Tally enjoyed her business and wanted it to succeed. Even though she had a profit, she was justified in her concern about the fluctuation in business from month to month.

2. Responses are many and will depend on the creativity of the students. Discussion could focus on adding new items to Tally's present line of merchandise--e.g., jewelry, shoes, cosmetics, handmade quilts, and dolls.

3. Discussion could include reduced demand for services, inflation or cost of living increases, and changes in community income or in the location of businesses.

IV. Group Activity

The purpose of this activity is to review some of the major points discussed in this module with respect to planning and operating a successful sewing service. This exercise will help students integrate many of the facts, procedures, and problems encountered in operating a sewing service and review their own personal interest in the sewing service business.

The content outline of this module will be useful in developing the list of activities that students will then rate. At the

conclusion of the exercise you may wish to lead a class discussion to see whether students' feelings about owning and operating a sewing service have changed as a result of reading the module.

Summary (15-30 minutes)

If desired, the Quiz may be given prior to summarizing the module and doing wrap-up activities.

The Summary section of the Student Guide covers the main points of the module. You may wish to discuss this briefly in class to remind students of major module topics.

Remind students that their participation in this module was intended as an awareness activity so they could consider entrepreneurship as a career option. Their introduction to the skills required for successful small business management has been brief. They should not feel that they are now prepared to go out, obtain a loan, and begin their own business. More training and experience are necessary. You can suggest at least these ways of obtaining that experience: one way is to work in the business area in which they would eventually want to have their own venture; another is to go to school (community colleges are starting to offer AA degrees in entrepreneurship).

This is a good time to get feedback from the students as to how they would rate their experience with the module. Could they identify with the characters portrayed in the case studies? How do they feel about the learning activities?

You may want to use a wrap-up activity. If you have already given the quiz, you can go over the correct answers to reinforce learning. Or you could ask class members to talk about what they think about owning a small business and whether they will follow this option any further.

Quiz (30 minutes)

The quiz may be used as an assessment instrument or as an optional study tool for students. If you wish to use the quiz for study purposes, duplicate and distribute the answer key to students. In this case, student achievement may be assessed by evaluating the quality of students' participation in module activities.

Quiz Answer Key

1. Any three of the following:
   a. enjoy sewing
   b. be able to work under pressure
   c. work long and hard hours
   d. have good business sense
   e. have creative talent

2. a. provide beverages while customers are waiting
   b. provide a comfortable dressing area
   c. call customers periodically just to see how they are

3. a. seller's permit
   b. business license

4. f

5. c

6. b

7. $11,300

8. a

9. c

10. Any three of the following:
    a. friends and acquaintances
    b. employment agencies
    c. newspaper advertisements
    d. personal applications

11. a. employment record
    b. kind of employee the applicant was
    c. how well he or she gets along with others

12. a. organizing the work
    b. doing the work
    c. checking the work

13. a

14. Any three of the following:
    a. Yellow Pages
    b. Newspaper ads
    c. Direct mail
    d. Referrals

15. Any three of the following:
    a. customer's name
    b. price
    c. address
    d. description of the garment
    e. whether the purchase was made by cash or check

16. a

17. Net profit: $13,000
    Profit ratio: 29%
    Expense ratio: 22%

18. d

19. a. increase sales
    b. raise prices
    c. reduce expenses

20. a. improve the quality of your service
    b. change your merchandise

SUGGESTED READINGS

Holt, N., Shuchat, J., & Regal, M. L. Small business management and ownership. Belmont, MA: CRC Education and Human Development, Inc., 1979.

Jeanneau, J. A. Small business management: Instructor's manual (4 vols.). Prince Albert, Saskatchewan: Department of Manpower & Immigration, Training Research and Development Station, 1973.

National Business Education Association. Business ownership curriculum project for the prevocational and exploratory level (grades 7-9): Final report. Reston, VA: Author, 1974.

Nelson, R. E., Leach, J. A., & Scanlan, T. J. Owning and operating a small business: Strategies for teaching small business ownership and management. Urbana, IL: University of Illinois, Department of Vocational/Technical Education, Division of Business Education, 1976.

Rowe, K. L., & Hutt, R. W. Preparing for entrepreneurship. Tempe, AZ: Arizona State University, College of Business Administration, 1979.

GOALS AND OBJECTIVES

Goal 1: To help you plan your sewing service.

Objective 1: Describe the services, customers, and competition of a sewing service.

Objective 2: List three special personal qualities a sewing service owner needs.

Objective 3: List two ways to help your sewing service compete successfully.

Objective 4: List one or more special legal requirements for running a successful sewing service.

Goal 2: To help you choose a location for your sewing service.

Objective 1: List three things to think about in deciding where to locate your sewing service.

Objective 2: Pick the best location for a sewing service from three choices.

Goal 3: To help you plan how to get money to start your sewing service.

Objective 1: Write a business description for your sewing service.

Objective 2: Fill out a form showing how much money you need to borrow to start your sewing service.

Goal 4: To help you select and manage the people with whom you work.

Objective 1: Given the general tasks of a sewing service owner and an employee, decide how to divide the work.

Objective 2: Select from a list of applicants those acceptable for your business.

Objective 3: List three ways to keep employees happy.

Goal 5: To help you organize the work of your sewing service.

Objective 1: Fill out forms showing work orders.

Objective 2: Write a work schedule for yourself or an employee.

Goal 6: To help you decide how to set prices for your sewing service.

Objective 1: Set an appropriate price for a garment.

Goal 7: To help you sell and advertise your sewing service.

Objective 1: Choose the best way to advertise your sewing service for a specific purpose.

Objective 2: Develop a printed ad for your sewing service for the Yellow Pages or a newspaper.

Goal 8: To help you learn how to keep financial records for your sewing service.

Objective 1: Given information about the services performed for a customer, fill out a customer account form.

Objective 2: Given information about income and expenses on a single day, fill out a daily cash sheet.

Goal 9: To help you learn how to stay successful.

Objective 1: Given some information about a business' income and expenses, figure out the net profit (before taxes), profit ratio, and expense ratio.

Objective 2: Given a decline in profits, state one way to increase profits.

Objective 3. Given a specific problem of low sales, suggest a way to change your business to increase sales.

U.S.GPO:1981;791-795/297